Task

**Students are to research a topic, write the outline for a persuasive speech on that topic, and then deliver a 3-5 minute persuasive speech in front of the class.**

Topic

The topic you choose is up to you, but its purpose is to inspire, provoke action within others, and aim for change. It must also be appropriate for school. If you would not be proud to give your speech in front of your Grandma and Mr. Hildebrand, you might want to think about changing topics.

Persuasive speech topics are those that promise greater health, joy, power, wealth, and truly satisfying relationships with friends, neighbours and even co-workers. The point is that regardless of the topic, you want to make certain that listeners hear a benefit to themselves. This piques interest and opens the listener to being more receptive to the presentation.

Here is a real challenge for your ability to influence, inform, and benefit people by speaking. You need to enliven, animate, and compel your audience. Stimulate and infuse into their minds a solid truth that lifts them with hope. Fill your listeners with the same zeal you feel: leave them with an uplifted, positive attitude.

Topic ideas:

* Human Rights
* Smoking/Drugs
* Family Problems (eg Divorce)
* Freedom of Speech
* AIDS
* Gambling
* Parental Rights
* Children’s Rights
* Women’s Rights
* Child Abuse
* Capital Punishment
* Prisons
* Crime and Violence
* Education
* The Media
* Racial Prejudice
* Social justice
* Canadian Legal System
* Prostitution
* Green Movement
* Endangered Species
* Deforestation
* Pollution
* Greenhouse Effect
* Toxic Waste
* Nuclear accidents
* Zoos
* Poaching
* Game Parks
* Overpopulation
* Pop culture
* Music
* Fashion
* Musical Instruments
* Subject matter of popular song lyrics
* Musicians
* Movie Stars
* Award ceremonies
* Theatre
* Digital systems
* Music
* Television Programs
* Movies
* Dancing
* Studying for finals
* Ballet
* National Pride
* Fairy Tales
* Proverbs
* Love
* Marriage
* Weddings
* Superstitions
* Music
* Poetry
* Opera
* Drama
* Comedy
* How should we prevent bullying in schools?
* Value of Computers in Education
* The Internet - pros and cons
* Cell phones in schools
* Terrorism
* What we should do to make ATSS more civil
* Internet Addiction
* Computer literacy

Which three of these topics (or which three similar topics) sound interesting to you? What would you want to hear about?

Choose ONE of these topics and be prepared to begin research. Record your topic on your outline page.

Be sure that you record the information you need to make an MLA-style works cited page. **If you use Wikipedia as a source, you will lose 25% on this assignment.** You’ll need at least three BELIEVABLE AND RELIABLE sources, and one of them should NOT be an online source.

**A word about intellectual honesty:**

At ATSS (and at most schools of higher learning) intellectual honesty is taken very seriously. Students are expected to:

1. **Do their own work** (not hand in work done by someone else, copied, cut-and-pasted from the Internet, or cut-and-pasted with minor changes.). It is OK to get help, but if the assignment is more your “helper’s” ideas and words than yours, it is not honest, and will not be accepted.
2. **Be respectful of others’ research, writing, and rights.** When writers put their work on the Internet (or publish it in other ways), they have put hours of reading, writing, revising, editing and proofreading into it before it is finally published. When students use ideas that come from what they read, that’s fine—as long as the students clearly show which ideas they borrowed, and from whom.
3. **Show when they use another writer’s exact words.** Not only must they use quotation marks correctly, but also they must show whose words they are quoting. There is a right and a wrong way to do this.
4. **Report others’ dishonest behaviour.** It is just as wrong to let someone hand in dishonest work as it is to hand it in oneself. If a student knows that someone else has been dishonest, and does not report it, that student is guilty of intellectual dishonesty as well.

Go to the “plagiarism” page on the wiki and go through the flash player “game” for a basic idea. Your teacher will help you if you need something more.

The consequences for plagiarism are serious. They start with a mark of 0 for the assignment, and a phone call to parents, and get worse from there! Do not take risks with plagiarism. A common rule is: if you are using THREE WORDS IN A ROW from another source, you must credit the source by listing its information on your Works Cited page.

**A Purpose for Communicating**

*Communication Goals*

Many people think that good public speakers just "get up and talk." Actually, the most effective speakers only make it *appear as if* they are speaking off the tops of their heads.

In reality, an effective speech is the result of clear goals and well planned effort.

Your first step is to focus on what you want to accomplish with this speech. There are four basic types of speech purposes:

1. To Inform

2. To Persuade

3. To Entertain

4. To Accomplish a Special Purpose

A speaker whose goal is to persuade supports a specific position, and seeks specific types of attitude change and action from the audience. All communication can be said to have some persuasive intent, but the goal of a persuasive speech is focused on a specific agenda of **action** and/or **attitude change**.

*The Specific Purpose*

Since this is an assigned speech, your general purpose has been decided for you-- persuasive. However, you will formulate your own specific purpose. In other words, **what exactly are you going to persuade your audience about**? You'll want to spend a little time thinking this through, because a clear goal makes it easier to develop an effective speech. In general, you'll want to ask yourself the following questions:

1. ***How much of this topic can I fit into the time period?***

It would be impossible to tell your audience about the complete history of the topic in a three-to-five- minute speech, but you could tell them about three of the most important points in the history of the topic. If your topic is too broad, narrow it down into something you can reasonably cover/argue in the time allotted.

1. ***What about my topic will be the most interesting/useful for the audience?***

"By the end of my speech, I want my audience to be more informed about, or understand why they should take a particular stance on…."

Reality Check

If you can't state your specific topic in one sentence, then you need to go back and reconsider your topic. Chances are that you need to spend some time narrowing the scope of your topic.

*In Review*

An effective speech does not just happen--it is the result of hard work and planning. One of the most important parts of that planning is having a clear idea of your communication goals. If a speaker doesn't have a clear sense of his/her general and specific purpose, then the audience won't either.

Before moving on to the next step, you should have:

1. A topic (and maybe materials) for research

2. A communication goal for the speech, and a specific purpose

**Don’t move on until you have a topic, some ideas for sources, and both a general communication goal and a specific purpose!!!!**

**Remember: use sources that can be trusted!**

**Using Wikipedia as a source is an automatic 25% penalty to your mark!!**



Speech Pre-Planning Checklist—Before You Start Writing

1. **Topic** (Decide on your topic)
2. **Audience** (Analyze your audience. What do they already know about your topic? Are

they interested in the topic?)

1. **Refine and limit your topic** (Based on your analysis of the audience you may need to slightly

change your topic, by either changing the focus, or the scale of the topic.)

1. **Purpose Statement** (Write down a clear statement of what it is you intend to achieve.

What is the purpose of your speech?)

1. **Organizational Method or Pattern**

There is no “one correct way” to organize a speech. The pattern you will select will be determined by the information you have and the specific purpose you want to achieve.

There are six basic patterns for organizing a speech. **Define each one briefly**, then state which you will use in your speech (which one best fits your topic, audience, and purpose).



1. Logical or topical
2. Chronological
3. Spatial
4. Classification
5. Problem-Solution

**PLAY ALONG: DO THIS PART**

1. Cause-effect

I will be using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because:

Writing Your Speech Outline

**In point form**, follow these steps so that you will have a general outline of what you will say, and in what order (you can come up with these ideas out of order, but you will want to move them around in the final stages).

1. ***The introduction***

* **Greeting and Attention-Getter** (How will you greet the audience? (“Ladies and gentlemen, honourable judges, and fellow students” is traditional.) How will you get the audience's attention? Think of a sentence that will make the audience sit up and listen.)
* **Thesis Statement** (The purpose statement is where you simply state what your goal is.

However, it is not possible to use this in the speech. You need to convert it to a 'thesis statement'. A thesis statement is one sentence in the introduction in which you declare your purpose and topic.)

* **Credibility** (If the audience does not know who you are, you will not only need to introduce yourself, but you will also need to 'establish your credibility'. This means you will have to explain to the audience why you are 'qualified' to speak about the subject.)
* **Outline of main the points – overview** (What are your main points?)
* **Why?** (Tell your audience why you think your presentation will be useful to them.)

**For intros: tell ‘em what you’re going to tell ‘em!**

1. ***The body***

* **Transition** (Think of a sentence that will make it clear to the audience that you have finished the introduction, and are now about to start the body of the speech.)
* **Main points and evidence/support**. You probably want at least three MAIN IDEAS which support your thesis statement, and at least three SUPPORTING IDEAS/PIECES OF EVIDENCE. Don’t forget to tell your audience why this should matter to them.

A graphic organiser might work to help you do an outline before you start writing.

In the body section: Tell ‘em!

1. ***The conclusion***

* **Transition** (Think of a sentence that will make it clear to the audience that you have finished the body and are now coming to the end of the speech. Try not to use “in conclusion” for this!)
* **Restatement of main points** (Summarize your main ideas and think of which piece of information you really want the audience to remember.)
* Closer (Think of a final sentence to help the audience remember your speech, or tell them what you want them to do with the information they have learned.)

Conclusion: Tell ‘em what you told ‘em!

Note that the presentation outline is **not** a word-for-word script for the speech but an outline of ideas to serve as an organizational and presentation tool for the speaker.

The Last Stage: Practice

Using your neat, organized outline, practice giving your speech several times in front of a friendly audience (some friends, your parents, your siblings, your horse…), or video yourself giving the speech with only your outline to help you.

Time yourself so that you are sure to be 3-5 minutes “on stage”.

Get feedback from your audience (if possible). This helps because your Dad or older cousin might notice that you have been mispronouncing a key word, or that you have a habit of saying “but, um” between all your points.

Practice, practice, practice until you are so smooth with your speech that it looks like you never had to practice! ☺

**Important things to remember**

1. You should research your topic to improve the validity of your argument.
2. Your speech should be organized in a logical manner.
3. You should **not** have a word-for-word script for your speech.
4. Your speech should have a well-crafted introduction, body, and conclusion.
5. Your voice should be clear, strong, and confident throughout the presentation.
6. You should maintain excellent eye contact with your audience.
7. Your posture, hand gestures, and movement should indicate confidence.
8. Practice, practice, practice!

**Evaluation:**

You will present your speech in class on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. You will be evaluated on the public speaking rubric by three classmates and your teacher. Be sure to read the rubric! (50 marks)

You will hand in

1. Your outline (20 marks)
2. Your Works Cited page, in proper MLA style (10 marks)

This assignment is worth a total of 80 marks.